2010 | 2011

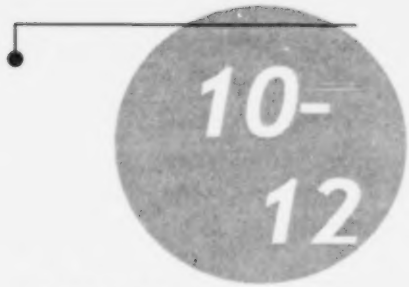
Senior High

Catholic School Version

Curriculum Handbook for Parents

Alberta

Government of Alberta



SENIOR
HIGH SCHOOL

Curriculum Handbook for **Parents**

Catholic School Version

2010–2011

This Curriculum Handbook provides parents with information about the senior high school curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- a questionnaire.

Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at http://education.alberta.ca.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll-free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://lrc.education.gov.ab.ca/pro/default.html

Telephone numbers referred to in this handbook can be reached, toll-free inside Alberta, by dialling 310–0000.

Arts, Communications and Citizenship
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Digital Design and Resource Authorization
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Distributed Learning
Telephone: 780–674–5350
Fax: 780–674–6561
E-mail: DLB.General@gov.ab.ca

First Nations, Métis and Inuit Services
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: FNMIServices@gov.ab.ca

French Language Education Services
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@edc.gov.ab.ca

Learner Assessment
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: LAcontact@edc.gov.ab.ca

Mathematics and Science
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Special Education Branch
Telephone: 780–422–6326
Fax: 780–422–2039
E-mail: Special.Education@gov.ab.ca

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Message from the
Minister of Education

As we look forward with excitement to the possibilities and opportunities of another school year, it is important to take some time to review what our students will be learning, and to make sure that all of us are prepared to ensure every child can find their passion and fulfill their potential.

Through our community engagement initiatives, such as *Inspiring Education* and *Speak Out*, I have spoken with thousands of Albertans in our communities about education, its role in our lives and what we want it to do for children and youth, now and in the future.

It's quite clear that Albertans value their education system and understand that it is the foundation for the future economic prosperity of our province. However, we must continue to build on our tradition of excellence. To do that, we need a new approach to education. We need transformative change.

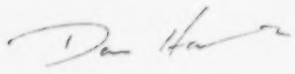
Just as you are looking at what your child will be learning over the next year, we are examining how we teach our children and what they will learn. Now, more than ever, we are able to take a big-picture, long-term view of what education needs to be. We are looking at how we can improve learning outcomes rather than simply using the same curricula in a different way. We are transforming our education system to embrace optimism, passion, talent, curiosity, creativity and intelligence.

Parents play an integral role as agents of change in their children's education by providing them with the encouragement and support they need to succeed academically. It is clear that students benefit when parents are actively engaged in their children's learning because together, both have a solid understanding of the tasks, challenges and rewards offered through our programs of study.

I hope you will also look at the many other learning opportunities that are available for your child outside of their schooling. Libraries, community and recreation centres, service organizations and mentors all enrich young peoples' learning and build on the lessons they learn at school.

This curriculum overview is a valuable resource that will answer many questions you may have about what your child is learning. I also hope this publication will create an opportunity for open dialogue between you, your child and his or her teacher regarding curriculum outcomes and expectations.

I encourage you to take the time to read through this resource. I wish you and your child every success this school year.



Dave Hancock, Q.C.
Minister, Alberta Education

Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I wish to express my appreciation to the Government of Alberta and Alberta Education for providing you this updated Kindergarten to Grade 12 Curriculum Handbooks for Parents.

You, parents, are the first and primary educators of your children especially with regards to education in the faith. By ensuring that the Gospel is truly lived in the context of your family and in the life of our schools and communities you are a powerful witness for your children. The role of the parents is vital in providing the best possible education for our children.

When you enroll your children in a Catholic school you can be assured of our support in your role. I encourage you to work closely with the school by joining your local school councils or parent groups. You can assist young men and women, boys and girls, to understand themselves as moral persons living the way of Christ through the experience and teaching of the Catholic Church. Be a strong voice for the Catholic identity of our schools. In this way, you will share in the central mission of the Church, which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

We commend Alberta Education for providing these updated Curriculum Handbooks for Parents. They provide a comprehensive presentation of the content and expectations of the Religious Education program approved by the Canadian Conference of Catholic Bishops.

May their use be a source of growth in faith, hope and love in all of our communities throughout Alberta.

Sincerely Yours in Christ,

Bishop Frederick Henry
Diocese of Calgary
Education Liaison, Alberta Conference of Catholic Bishops

Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* are designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

Finding Information

Parents can find information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.

http://education.alberta.ca/parents/resources/handbook.aspx

- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions and in French. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/parents/resources/summaries.aspx

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.

http://education.alberta.ca/teachers/program.aspx

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the **Programs of Study** to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/apps/lrdb

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://education.alberta.ca

- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork and help with homework when you can.
- Help your child set realistic goals and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

This resource is available for purchase from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

- *Make School Work for You: A Resource for Junior and Senior High Students Who Want to Be More Successful Learners*—Information on knowing yourself, getting organized, making every class count, test taking, presenting learning, getting along with others and staying motivated.

http://learnalberta.ca

- *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca

- *TELUS 2Learn* Web site—An education/business partnership that provides Internet in-service, support and information for Alberta teachers, students and parents.

Information Regarding the *Alberta Human Rights Act*

On September 1, 2010, section 11.1 of the *Alberta Human Rights Act* comes into force. This section requires boards (including charter schools) to provide parents with notice where "courses of study, educational programs or instructional materials, or instruction or exercises … include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation." Where a parent makes a written request, teachers shall exempt the student, without academic penalty, from such instruction, course of study, educational program or use of instructional material. These requirements do not apply to incidental or indirect references to religion, religious themes, human sexuality or sexual orientation. For more information, refer to the *Guide to Education: ECS to Grade 12*.

SENIOR HIGH SCHOOL

http://education.alberta.ca/admin/testing.aspx

Overview

The senior high school program is organized into courses of study for each subject area. Each senior high school course is worth a specific number of credits. A credit represents course-specific knowledge, skills and attitudes, and is equal to 25 hours of instruction. Higher numbers of credits indicate that more content is covered and more time is spent on that course. Most courses have a 1-credit, 3-credit or 5-credit value.

Each course has a number, which usually designates the grade level as well as the level of difficulty. Some subjects have course sequences available at different levels of difficulty. Students generally take the prerequisite in a course sequence; e.g., Social Studies 10-1, 20-1, 30-1. They may also transfer between course sequences; e.g., Social Studies 10-4, 10-2, 20-2, 30-2. Students earn credits in a course if they earn a final course mark of 50% or higher. Diploma examinations are required in certain 30-level courses.

Many senior high schools offer courses in the semester system. Generally, courses in semester one start in September and finish in January. Semester two starts in February and finishes in June. In this system, a school might schedule a 5-credit course daily and a 3-credit course every other day for one semester. Check with individual senior high schools to find out how different courses are scheduled.

The senior high school program includes required and optional courses. Following are some points to consider when planning a senior high school program.

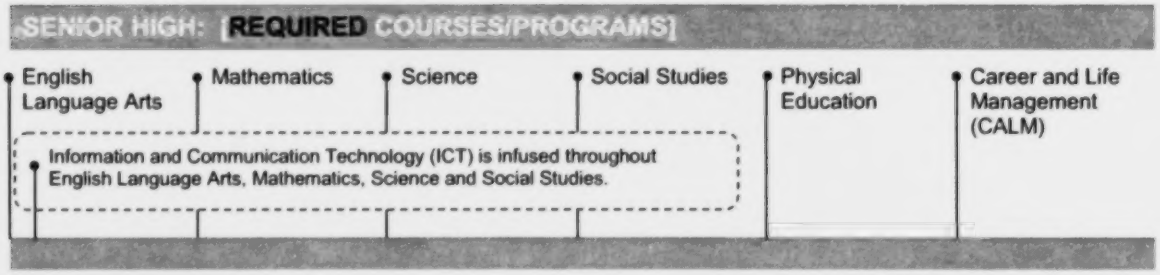
- Some courses are designed for different purposes and are available in two or more levels of difficulty.
- It is usually necessary to complete courses in a sequence, so students should determine which courses they wish to graduate with, then work back through the prerequisites.
- Students should make sure that they select optional courses that contribute to their career plans; e.g., post-secondary requirements, employment, and/or further study.

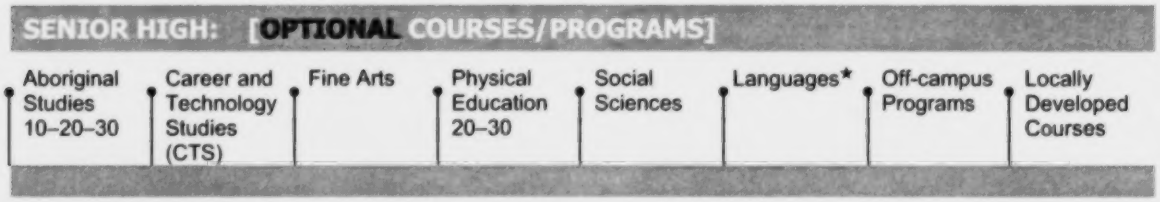
In Grade 10 to Grade 12, students study required courses/ programs. They also select from a range of optional courses/ programs in keeping with career plans and personal interests.

Catholic high schools offer Religious Studies 15–25–35 within all programs. The credits earned from Religious Studies courses may be applied toward an Alberta High School Diploma or a Certificate of Achievement.

Purchase programs of study from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).


SENIOR HIGH: [REQUIRED COURSES/PROGRAMS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Career and Life Management (CALM)
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.



★ Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

New Courses for 2010–2011 School Year:

- Career and Technology Studies (CTS)
  - Health, Recreation & Human Services (HRH) (English)
  - Media, Design & Communication Arts (MDC) (English)
  - Natural Resources (NAT) (English)
  - Business, Administration, Finance & Information Technology (BIT) (French)
  - Trades, Manufacturing & Transportation (TMT) (French)
- International Languages
  - Spanish Language Arts 10–20–30
- Knowledge and Employability Courses
  - Social Studies 20-4 (French)
- Mathematics 10C, 10-3 (English and French)

Courses Scheduled for Implementation 2011–2012:

- Career and Technology Studies (CTS)
  - Health, Recreation & Human Services (HRH) (French)
  - Media, Design & Communication Arts (MDC) (French)
  - Natural Resources (NAT) (French)
- International Languages
  - Italian Language and Culture (Twelve-year Program)
- Mathematics 20-1, 20-2, 20-3 (English and French)

Religious Education

Within the context of Catholic high schools, the program of studies in all of its aspects—content, the teaching process, and the total school environment—reflects the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

In Catholic high schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious values and church teaching can be integrated within each course.

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education; that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

Religious Studies 15–25–35: Alberta Youth Search for Meaning

This Religious Studies program was written by the Catholic Religious Studies teachers in response to the needs of students in Alberta Catholic high schools today. The program "Alberta Youth Search for Meaning" is approved by the Bishops of Alberta and is in compliance with the teachings of the Catechism of the Catholic Church. The curriculum strives to engage students in the search for meaning through three major themes: belonging, believing and relating. The program further addresses the study of specific topics through four "windows of authenticity": truth, goodness, the spiritual, and religious community.

Religious Studies 15—Christ in Culture

The overall aim of the program is *to assist young persons with the help of the gospel, to participate as Catholics in the shaping of our culture. Christ and Culture* brings Canadian culture into conversation with Christ for young people. It explains the terms and concepts of such a conversation. How can such a conversation between the person of Christ and culture take place? What are the partners in the conversation? What are the ways that we converse? Why is such a conversation helpful? To explore this dialogue, *Christ and Culture* focuses on three key elements:

- the human being—the student who enters into the dialogue
- culture and the things that shape culture in Canada
- the person of Christ as he is present and active among us and in us today in the power of the Holy Spirit.

Religious Studies 25—Believing

Young people search to find answers about themselves, others and God. The beliefs that adolescents hold will greatly influence the choices they make in the future. This course is intended:

- to explore how believing is integral to human living
- to study the Hebrew Scriptures (Old Testament) and Christian Scriptures (New Testament) as the source of our Judeo-Christian faith
- to recognize the importance of Christ's message in the Gospels and how that message challenges us to bring about the reign of God.

Religious Studies 35—In Search of the Good

The aim of *In Search of the Good* is to assist young people to understand themselves as moral persons living the way of Christ through and examination of ethical theories, the revelation of sacred Scripture, and the experience and teaching of the Catholic

Church. This aim is grounded in the broader aim of catechesis to foster our students' faith, so that it may be living, conscious and active as they examine how, as Catholics, they may contribute to the good life with and for others in a just society. The aim of *In Search of the Good* is met through these six units:

- mapping the ethical experience
- guided by the light of Revelation
- discovering the good life
- gifted with freedom
- proclaiming justice and mercy
- building a civilization of love.

Resource-based Program

Teachers will make use of a variety of approved resource books to assist in the delivery of the program. The Program Outline for each grade provides references to specific texts that can be used to teach a particular objective or topic. Throughout the province, variation in student texts will occur, although the course content is consistent in all Catholic high schools. The Catechism of the Catholic Church is a primary resource for teachers and interpreted for students in a manner appropriate to their age and development. Not everything in the Catechism is incorporated, because, as the Catechism itself points out, what is taught must be adapted to the 'differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed.' (#24)

Time Allotment

Each component of the (RS 15–25–35) high school program is designed to be taught as either a 3-credit or a 5-credit course, as outlined on pages 39, 60 and 81 of the *Alberta Youth Search for Meaning* May 2006 program.

The Study of Other Religious Traditions

Approval of the high school Religious Studies program is granted by Alberta Education. An essential criterion for approval of locally developed Religious Studies courses is that at least twenty percent of each course addresses issues that extend beyond the specific religious tradition reflected in the program. Since the Catholic tradition is inclusive and respectful of other religious traditions, it is appropriate that a religion program in Catholic schools attend to the religious experience of other major world religions. "Alberta Youth Search for Meaning" addresses the religious traditions other than Catholic in an integrated way.

Assessment and Marking

Religious educators distinguish four different aspects of learning: knowledge of material, critical thinking and interaction with the material, individual acceptance of the material as meaningful, and actual incorporation into one's personal life. Religion teachers strive to achieve all four outcomes, recognizing however, that some lend themselves to evaluation and grading better than others. Teachers will clarify for themselves what it is that they are marking and how they arrive at the grades. They will clearly and explicitly inform the students how they will be graded. Students will be reassured that their grades are not a function of their belief or disbelief, or of their agreement or disagreement with the teacher on controversial questions.

Family Dialogue and Participation

The school, through the Religious Studies program, complements parents in their role as primary and principal educators of their children. At the high school level, home and family continue to play a vitally important role in the faith development of young adults. Within the family, seeds of faith have been planted and continue to be nurtured. Family relationships and daily experiences continue to be major factors in shaping the young adults' values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are a critical part of religious formation. The school assists families through a variety of opportunities throughout the years to engage in prayer, liturgy, community service and retreats.

Local Authorization

Each school jurisdiction must locally authorize Religious Studies 15–25–35 before they are offered to students.

Completing Senior High School

In Alberta, most students take three years, Grade 10 through Grade 12, to complete their senior high school program. Each year, students have access to a minimum of 1000 hours of instruction. Students are required to remain in school up to the age of 16.

Students may complete senior high school with an Alberta High School Diploma, a Certificate of Achievement or a Certificate of High School Achievement.

Students are responsible for checking their credit status to ensure that necessary courses and credits will be completed.

Alberta High School Diploma Graduation Requirements

To earn an Alberta High School Diploma, students successfully complete certain courses and earn a minimum of 100 credits. They may however, earn more than 100 credits. Having a full program (timetable) in senior high school allows students to explore a wider variety of courses and develop other interests and abilities that may help them in the future.

Of the 100 credits students need to earn a diploma, approximately 50 credits will be earned through courses in subjects they are required to take: English language arts, mathematics, science, social studies, physical education and career and life management. Students will choose additional core and/or optional courses needed to earn the remaining credits.

The graduation requirements for the Alberta High School Diploma are outlined on the following chart. The courses listed indicate the minimum level that students are required to complete to earn a diploma. These requirements are set to ensure students graduate from senior high school with a broad education, but they are not always the same requirements as those needed to enter post-secondary institutions. Students should check with the post-secondary institution of their choice to determine the entrance requirements.

The chart★ below outlines one way of achieving Alberta High School Diploma Graduation Requirements, in English. Course sequencing and selection will vary for individual students.

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1 or 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2)
MATHEMATICS – 20 LEVEL (Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24)
SCIENCE – 20 LEVEL (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
10 CREDITS IN ANY COMBINATION FROM: • Career and Technology Studies (CTS) • Fine Arts • Second Languages • Physical Education 20 and/or 30 • Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability or IOP occupational courses • Knowledge and Employability courses • Registered Apprenticeship Program
10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) These courses may include: • 35-level locally developed/acquired and locally authorized courses • Advanced level (3000 series) in Career and Technology Studies courses • 35-level Work Experience courses • 30-4 level Knowledge and Employability courses • 35-level Registered Apprenticeship Program courses • 30-level Green Certificate Specialization courses

★ The complete chart, including footnotes, is available in the *Guide to Education: ECS to Grade 12* at http://education.alberta.ca/admin/resources/guidetoed.aspx

Certificate of High School Achievement

Students who are enrolled in Knowledge and Employability courses and who satisfy the requirements are awarded a Certificate of High School Achievement (Chart 1).

Certificate of High School Achievement (Chart 1)

CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
80 CREDITS including the following:
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 10-3, 14 or 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 10-2 OR 20-4
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
5 CREDITS IN • 30-level Knowledge and Employability occupational course, or • 30-level Career and Technology Studies (CTS), or • 30-level locally developed course with an occupational focus AND 5 CREDITS IN • 30-level Knowledge and Employability Workplace Practicum course, or • 30-level Work Experience course, or • 30-level Green Certificate course • 35-level Registered Apprenticeship Program (RAP) course

* The complete chart, including footnotes, is available in the *Guide to Education: ECS to Grade 12* at http://education.alberta.ca/admin/resources/guidetoed.aspx

Certificate of Achievement

Students who **were** enrolled in the Integrated Occupational Program (IOP) before January 2006 and meet the requirements outlined in Chart 2 are awarded the Certificate of Achievement.

Knowledge and Employability courses may be used in lieu of the corresponding IOP courses to meet the requirements of the Certificate of Achievement.

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits.

Certificate of Achievement (Chart 2)

Subject	Minimum Credits	Minimum Course(s)	Eligible Courses and Credits
English Language Arts	8/9	2/3	Eng Lang Arts 16(3) 26(3) 36(3) OR Eng Lang Arts 16(3) 26(3) and 20-2(5) OR Eng Lang Arts 16(3) and 20-2(5)
Social Studies	5/6	1/2	Social Studies 16(3) 26(3) or 10-4(5) 20-4(5) OR Social Studies 13(5) or 10-2(5) OR Social Studies 16(3) 23(5) or 10-4(5) 20-2(5)
Mathematics	3	1	Mathematics 16(3) OR Mathematics 14(5) OR Mathematics Preparation 10 (3, 5)
Science	3	1	Science 16(3) OR Science 14(5)
Physical Education	3	1	Physical Education 10(3, 4, 5)
Career and Life Management	3	1	CALM (3)
Core Courses	25/27		
Courses selected from the Occupational Clusters • Agribusiness • Business and Office Operations • Construction and Fabrication • Creative Arts • Natural Resources • Personal and Public Services • Tourism and Hospitality • Transportation	40	2 2 1	Occupational courses 16 or 10-4 level – recommended minimum of 10 credits 26 or 20-4 level – recommended minimum of 20 credits 36 or 30-4 level – required minimum of 10 credits
65/67 Specified Credits		13/15 Unspecified Credits	

* The complete chart, including footnotes, is available in the *Guide to Education: ECS to Grade 12* at http://education.alberta.ca/admin/resources/guidetoed.aspx.

Certificate of School Completion

http://education.alberta.ca/admin/special/certificate.aspx

Beginning in 2007–2008, senior high school students with significant cognitive disabilities became eligible for a Certificate of School Completion in special education. To receive the certificate, a student must be nominated by his or her school.

A student eligible for the Certificate of School Completion in special education has been a student over a period of at least twelve years, is in the last year of his or her school program, has worked toward goals and objectives in an individualized program plan, and due to significant cognitive disabilities, is not able to achieve one of the other certificates or diplomas offered by Alberta Education.

Students obtaining credit in academic senior high school courses do not qualify for the Certificate of School Completion. To link to a complete list of these courses, please go to the Diploma and Certificate Requirements section within the *Guide to Education: ECS to Grade 12*.

http://education.alberta.ca/admin/resources/guidetoed.aspx

High School Diplomas, Certificates of Achievement and Transcripts

The Information Services Branch issues the Alberta High School Diploma, the High School Equivalency Diploma or the Certificate of High School Achievement to students who meet the graduation requirements. A statement of Courses and Marks, containing the entire senior high school record, accompanies the diploma or certificate and is available free to students and schools.

http://education.alberta.ca/students/transcripts.aspx

For a fee, students may request that an Alberta High School Transcript of Achievement be sent to themselves, an employer or a post-secondary institution. Transcripts may be requested electronically, in person or by telephone. The transcript is produced from the student's Alberta Education student record. Courses deemed incomplete for any reason are not reported. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required.

Programs of Study

The senior high school Alberta programs of study set out general outcomes or topics that provide an overview of the important learnings students accomplish in each course or program. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working toward achieving.

This handbook contains:

- the general outcomes or topics for courses/programs
- selected specific outcomes for most courses/programs
- charts for each subject area showing course sequences. Students generally take the prerequisite in a course sequence, although they may transfer between course sequences. Prerequisites in course sequences are shown by solid arrows; recommended transfer routes between course sequences are shown by broken arrows.

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://education.alberta.ca/teachers/program/ict.aspx

ICT is learned most effectively in the context of subject areas, therefore, the ICT curriculum is best infused within the teaching of other programs of study such as language arts, mathematics, science and social studies. Through ICT, students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life.

ICT learning outcomes have been established for each division. The following is a sample of the Division 4 learning outcomes that students are expected to meet by the end of Grade 12.

Communicating, Inquiring, Decision Making and Problem Solving

- plan and perform complex searches using more than one electronic source
- assess the authority, reliability and validity of electronically accessed information

Foundational Operations, Knowledge and Concepts

- respect ownership and integrity of information
- identify and analyze a variety of factors that affect the authenticity of information derived from mass media and electronic communication

Processes for Productivity

- manipulate and present data through the selection of appropriate tools, such as scientific instrumentation, calculators, databases and/or spreadsheets
- select and use, independently, multimedia capabilities for presentations in various subject areas

First Nations, Métis and Inuit Education

http://education.alberta.ca/teachers/fnmi.aspx

First Nations, Métis and Inuit peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information.

http://education.alberta.ca/teachers/fnmi/policies.aspx

To support the learning of First Nations, Metis and Inuit students, schools are encouraged to use learning resources that include First Nations, Métis and Inuit perspectives. All students in Alberta need to understand and be aware of First Nations, Métis and Inuit history, culture, lifestyles and heritage. First Nations, Métis and Inuit (FNMI) perspectives are infused into the existing Kindergarten to Grade 12 programs of study. Student and teacher resources have been developed by Alberta Education to support the inclusion of FNMI content in teaching and learning.

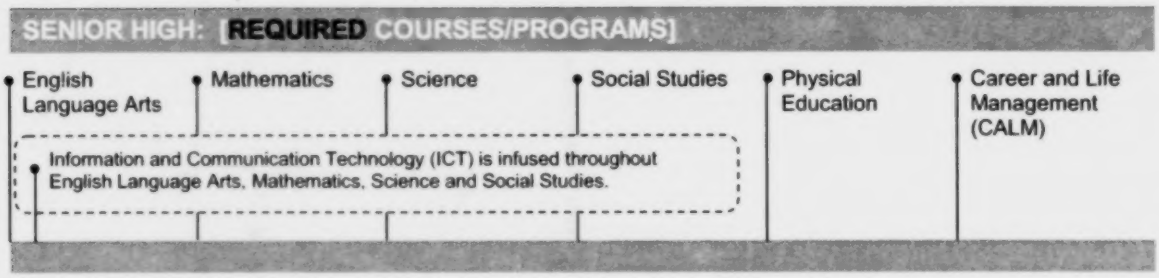
Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

English Language Learners

http://education.alberta.ca/teachers/program/esl.aspx

Many children born in Canada have a first language other than English and many students move here from countries where English is not the primary language. These English language learners require English as a second language (ESL) programming and supports to achieve grade level expectations in all subject areas.

The **required courses/programs** are the foundation of the senior high school program.


SENIOR HIGH: [REQUIRED COURSES/PROGRAMS]
English Language Arts
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Social Studies
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Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

English Language Arts

View the English language arts subject page at http://education.alberta.ca/teachers/program/english.aspx

View the English language arts digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

There are two basic aims of English language arts (ELA). One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with diverse audiences and in a range of situations for communication, personal satisfaction and learning.

As strong language users, students will be able to meet Alberta's graduation requirements and will be prepared for entry into post-secondary studies or the workplace. Senior high school students must be prepared to meet evolving literacy demands in Canada and the international community.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. They work on the following broad outcomes:

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

- form tentative understandings, interpretations and positions
- experiment with language, image and structure
- consider new perspectives
- express preferences, and expand interests
- set personal goals for language growth

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

- discern and analyze context
- understand and interpret content
- engage prior knowledge
- use reference strategies and reference technologies
- relate form, structure and medium to purpose, audience and content
- relate elements, devices and techniques to created effects
- connect self, text, culture and milieu
- evaluate the verisimilitude, appropriateness and significance of print and nonprint texts
- appreciate the effectiveness and artistry of print and nonprint texts

Students will listen, speak, read, write, view and represent to manage ideas and information

- focus on purpose and presentation form
- plan inquiry or research, and identify information needs and sources
- select, record and organize information
- evaluate sources, and assess information
- form generalizations and conclusions
- review inquiry or research process and findings

Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication

- assess text creation context
- consider and address form, structure and medium
- develop content
- use production, publication and presentation strategies and technologies consistent with context
- enhance thought and understanding and support and detail

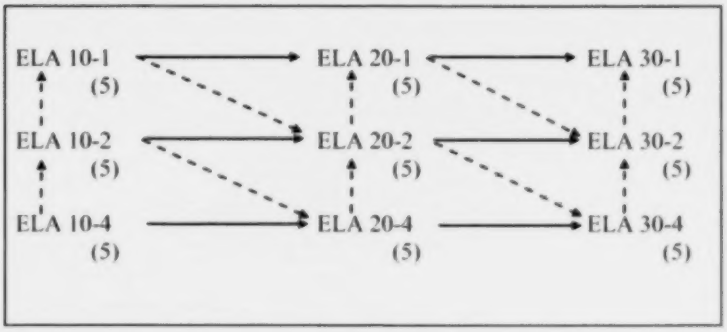
- enhance organization
- consider and address matters of choice
- edit text for matters of correctness

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

- use language and image to show respect and consideration
- appreciate diversity of expression, opinion and perspective
- recognize accomplishments and events
- cooperate with others, and contribute to group processes
- understand and evaluate group processes

Overall, there are three course sequences. English Language Arts 10-1, 20-1, 30-1 and English Language Arts 10-2, 20-2, 30-2. English Language Arts 10-4, 20-4, 30-4 is offered in schools with Knowledge and Employability courses.

Students generally take the prerequisite in a course sequence; e.g., English Language Arts 10-1, 20-1, 30-1. This route is designated by solid arrows (⟶). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - -▸). The following course sequences exist for senior high school students:



In Catholic schools, the students are invited to look further and develop a more coherent understanding of what language means as both a Christian event and a human event. Facility with language provides us with the ability to express ourselves and our faith in words, and to communicate, listen, and enter into dialogue and true relationships with others. Higher-level thinking skills of inquiring, reasoning and reporting are recognized as particular gifts from God, bringing with them special responsibilities to use such talents for the good of the community.

English Language Arts 10-1, 10-2, 20-1, 20-2, 30-1, 30-2 (5 credits each)

At the senior high school level, both course sequences:

- maintain high standards to meet graduation requirements
- require that students write a diploma examination upon completion of the Grade 12 level courses
- feature the six language arts—listening, speaking, reading, writing, viewing and representing
- encourage student metacognition, student self-assessment, and student collaboration and teamwork
- emphasize correct and effective communication in a variety of formats, including communication for pragmatic purposes
- require that one third of the texts studied are authored by Canadians
- connect with some of the information and communication technology outcomes
- emphasize career development directions
- emphasize the importance of context, including purpose, audience and situation, in the student's creation and comprehension of text
- emphasize a definition of "text" that includes oral, print, visual and multimedia forms
- require students to apply inquiry and research skills
- can be used toward the application of the Alexander Rutherford Scholarships for High School Achievement (effective January 2004).

There are, however, important differences between the two course sequences. In general, differences between the two course sequences correspond to differences in student needs, interests and aspirations.

For example, the ELA 10-1, 20-1, 30-1 course sequence provides an opportunity to study texts with an increased emphasis on critical analysis. Texts studied are often "literary" in nature and relate to cultural and societal issues. These courses are designed for students who aspire to careers that require a broader application of skill to a generalized level.

The ELA 10-2, 20-2, 30-2 course sequence provides for the study of texts at a variety of levels of sophistication to meet the needs of students who are more diverse in terms of aspirations and abilities. Texts studied often have specific applications to careers or daily living. The courses focus on developing effective communication strategies and supporting students in enhancing their skills for text study and text creation.

Both ELA 30-1 and 30-2 serve as prerequisites for a senior high school diploma; however, not all post-secondary institutions accept ELA 30-2 for entry. In general, students who plan to attend a post-secondary institution need to familiarize themselves with the entry requirements of the institution and the program they plan to enter.

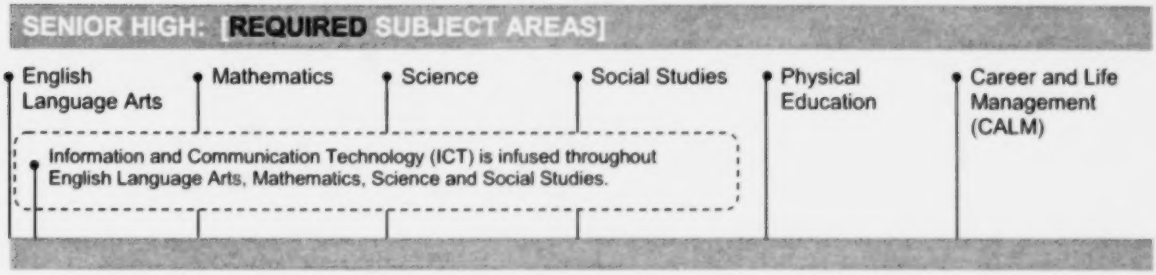
Completion of English Language Arts 30-1 or 30-2 requires the writing of a provincial diploma examination.

Knowledge and Employability English Language Arts 10-4, 20-4, 30-4 (5 credits each)

This course sequence is designed for students who have experienced difficulty with English language arts in the regular program and focuses on the need of the learner to experience success. It assists students in meeting the credit and course requirements of the Certificate of High School Achievement and parallels materials covered in the previous two programs. Students are provided with opportunities to practise functional communication skills for lifelong application. Students should be able to:

- read for a specific, concrete purpose; e.g., follow directions in the completion of a project
- write for clear, practical communication; e.g., a résumé and covering letter
- speak clearly and confidently; e.g., interviewing skills
- view visual communication with evident understanding of the message; e.g., recognizing main ideas in a film
- engage in active listening; e.g., participate appropriately in a discussion.

It is intended that students should be able to successfully apply their English language arts skills, concepts and attitudes to other subject areas.


SENIOR HIGH: [REQUIRED SUBJECT AREAS]
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Mathematics

The main goals of mathematics education are to prepare students to:

- solve problems
- communicate and reason mathematically
- make connections between mathematics and its applications
- become mathematically literate
- appreciate and value mathematics
- make informed decisions as contributors to society.

The revised high school mathematics program of studies will begin implementation with Grade 10 courses in September 2010. See below for information on the new courses as well as the existing courses for students in grades 11 and 12 during 2010/2011.

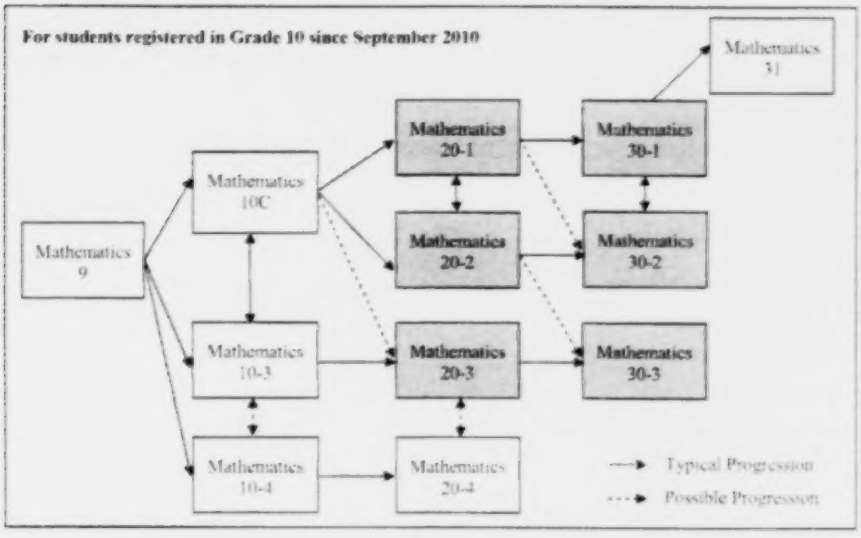
Mathematics Programs for Students Registered in Grade 10 as of September 2010

Starting in September 2010, three new course sequences will be available: -1, -2 and -3. A combined course (Mathematics 10C) is the starting point for the -1 course sequence and the -2 course sequence. The goals of all three course sequences are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three course sequences provide students with mathematical understandings and critical-thinking skills. When choosing a course sequence, students should consider their interests, both current and future. Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

-1 Course Sequence
This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of calculus. Topics include algebra and number; measurement; relations and functions; trigonometry; and permutations, combinations and binomial theorem.

-2 Course Sequence
This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of calculus. Topics include geometry, measurement, number and logic, logical reasoning, relations and functions, statistics, and probability.

-3 Course Sequence
This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.



Note: A student must pass Grade 9 mathematics to take Mathematics 10C. Shading indicates courses that are not available during the 2010–2011 school year.

Provincial implementation of the new course sequences will take place on the following dates:

September 2010:	Mathematics 10C and Mathematics 10-3
September 2011:	Mathematics 20-1, Mathematics 20-2 and Mathematics 20-3
September 2012:	Mathematics 30-1, Mathematics 30-2 and Mathematics 30-3.

Note: Mathematics 10-4, Mathematics 20-4 and Mathematics 31 have not changed under the revised program and remain available for students.

Mathematics 10C (5 credits)

Mathematics 10C is the starting point for the -1 and -2 course sequences. Students in the course study the following topics:

- Measurement (SI and Imperial)
- Trigonometry
- Polynomial factoring and operations
- Systems of equations
- Linear relations and functions.

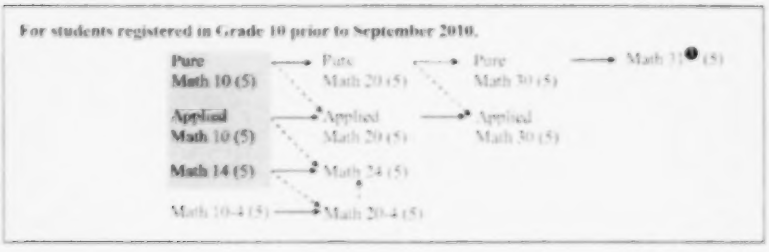
Mathematics 10-3 (5 credits)

Students in this course study the following topics:

- Measurement (SI and Imperial)
- Trigonometry
- Geometry
- Income
- Algebraic and proportional reasoning.

Mathematics Programs for Students Registered in Grade 10 Prior to September 2010

The following program sequences exist for students who entered senior high school prior to September 2010.


For students registered in Grade 10 prior to September 2010.
Pure Math 10 (5)
Pure Math 20 (5)
Pure Math 30 (5)
Math 31 ❶ (5)
Applied Math 10 (5)
Applied Math 20 (5)
Applied Math 30 (5)
Math 14 (5)
Math 24 (5)
Math 10-4 (5)
Math 20-4 (5)

❶ Pure Mathematics 30 is a prerequisite or corequisite for Mathematics 31.

Note: Shading indicates courses no longer offered as of September 2010.

Students entering senior high school choose programs based on how well they achieved in Grade 9 mathematics, their interests, career aspirations and post-secondary choices. Students generally take the prerequisite in a course sequence; e.g., Applied Mathematics 10–20–30. This route is designated by solid arrows (——►). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - - - - ►).

Each post-secondary institution has its own entrance requirements that may change at any time. Information about post-secondary institutions can be found through the Alberta Learning Information Service (ALIS) Web site.

http://alis.alberta.ca

Students considering post-secondary studies should contact their guidance counsellor before choosing mathematics courses.

Applied Mathematics 20–30 and Pure Mathematics 20–30 (5 credits each)

These courses are based on two parallel program sequences, one in Applied Mathematics and one in Pure Mathematics, with some material common to both sequences. In Applied Mathematics 20–30, emphasis is placed on applications of mathematics rather than on precise mathematical theory. The approaches used are primarily numerical and geometrical; algebraic and graphical methods are used when the contexts require them. In Pure Mathematics 20–30, emphasis is placed on mathematical theory. The approaches used are primarily algebraic and graphical; computational methods are used when the contexts require them.

Applied Mathematics 20/Pure Mathematics 20 (5 credits each)

Students in **Applied Mathematics 20 and Pure Mathematics 20** study:

- financial and consumer mathematics
- quadratic functions
- geometry of the circle.

Students in **Applied Mathematics 20** study:

- design and layout
- data presentation and inference
- inequalities and linear programming.

Students in **Pure Mathematics 20** study:

- solutions to nonlinear equations and linear systems
- operations on functions, including polynomial functions
- mathematical reasoning and proof.

Applied Mathematics 20b/Pure Mathematics 20b (5 credits each)

Students in **Applied Mathematics 20b** study those topics required to transition from **Pure Mathematics 20** to **Applied Mathematics 30**.

Students in **Pure Mathematics 20b** study those topics required to transition from **Applied Mathematics 20** to **Pure Mathematics 30**.

Applied Mathematics 30/Pure Mathematics 30 (5 credits each)

Students in **Applied Mathematics 30 and Pure Mathematics 30** study:

- statistics of the normal curve.

Students in **Applied Mathematics 30** study:

- vectors and matrices
- sinusoidal models
- financial analysis
- process design and costing.

Students in **Pure Mathematics 30** study:

- algebraic transformations
- permutations, combinations and probability
- circular functions
- exponential and logarithmic functions
- conic sections.

Completion of Applied Mathematics 30 or Pure Mathematics 30 requires the writing of a provincial diploma examination.

Mathematics 31 (5 credits)

This is a highly advanced course designed for students entering post-secondary programs that recommend or stipulate calculus as an entrance requirement. It is desirable that students complete Pure Mathematics 30 before taking Mathematics 31. In some circumstances, students may take Pure Mathematics 30 and Mathematics 31 in the same semester. The Mathematics 31 curriculum is comprised of the following required components and their related outcomes:

- precalculus and limits
- derivatives and derivative theorems
- applications of derivatives
- integrals, integral theorems and integral applications.

At least one of the following elective components is included in the Mathematics 31 curriculum:

- calculus of exponential and logarithmic functions
- numerical methods
- volumes of revolution
- applications of calculus to physical sciences and engineering
- applications of calculus to biological sciences
- applications of calculus to business and economics
- calculus theorems
- further methods of integration.

Mathematics 24 (5 credits each)

This course is designed for students whose needs, interests and abilities focus on basic mathematical understanding. The emphasis is on the acquisition of practical life skills, and students are provided with opportunities to improve their skills in working with mathematics.

Students in Mathematics 24 apply mathematics in the contexts of:

- work
- banking
- transportation
- accommodation
- cost of independence.

Knowledge and Employability Courses
Mathematics 10-4, 20-4 (5 credits each)

The Knowledge and Employability Mathematics courses are designed to assist students in developing the essential concepts, skills and attitudes of mathematics that are required for responsible participation in the home, the school, the workplace and the community.

The mathematics outcomes for both courses are organized into:

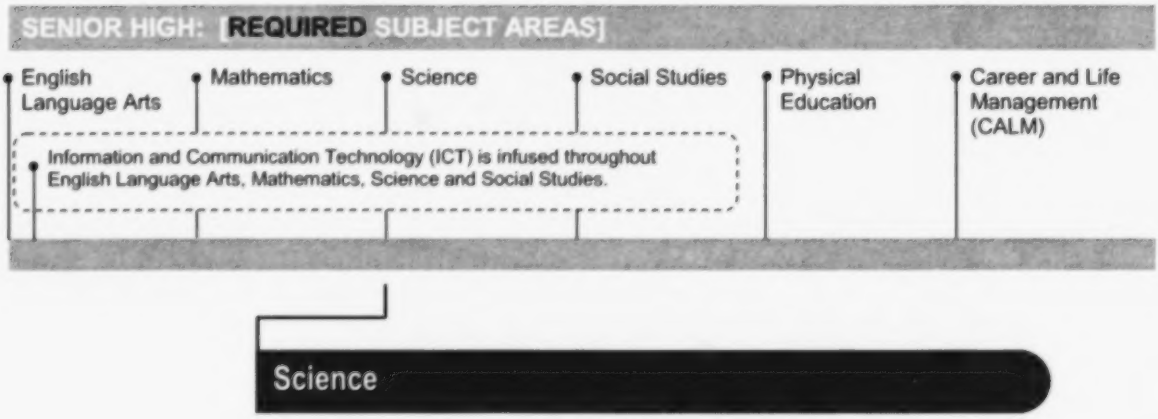
- **Number**
  Number Concepts and Operations
- **Shape and Space**
  Measurement
  3-D Objects and 2-D Shapes
- **Patterns and Relations**
  Patterns and Relationships
- **Statistics and Probability**
  Collecting and Analyzing Information

Students also study:

- ratio and proportion
- statistics and probability
- variables and equations.

Students in Mathematics 10-4 and 20-4 will develop the following mathematic competencies in the context of solving everyday problems. Students will:

- identify the problem and select and apply appropriate problem-solving strategies, mathematical operations and tools
- estimate and calculate solutions accurately
- evaluate the process, result and personal/group performance
- develop teamwork skills and use appropriate vocabulary to reason and communicate mathematically
- apply mathematical literacy to everyday situations.


SENIOR HIGH: [REQUIRED SUBJECT AREAS]
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Science

View the science subject page at http://education.alberta.ca/teachers/program/science.aspx

View science digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

The aim of the senior high school science program is to help students attain the scientific awareness needed to be effective members of society. The components included are attitudes, scientific knowledge, mathematical/laboratory skills, critical thinking skills, and connections to science, technology and society. Students are expected to be able to operate in the framework of scientific inquiry as they develop their problem-solving abilities and use technology appropriately.

Within the context of the Catholic high school every effort is made to help the students explore the relationship between science, technology, society and our responsibility to act justly and work toward a more loving society. By emphasizing the need for balance between scientific thought and a concern for humanity, students are encouraged to reflect on the role they play in helping create the peaceful and loving society envisioned by Christ. In this context issues related to morals, ethics, stewardship, responsible choices for the enhancement of life and respect for creation, are integrated into the science curriculum.

Learning opportunities are made meaningful so students can relate science to their lives in and out of the classroom. This encourages an interest in science as a lifelong learning experience.

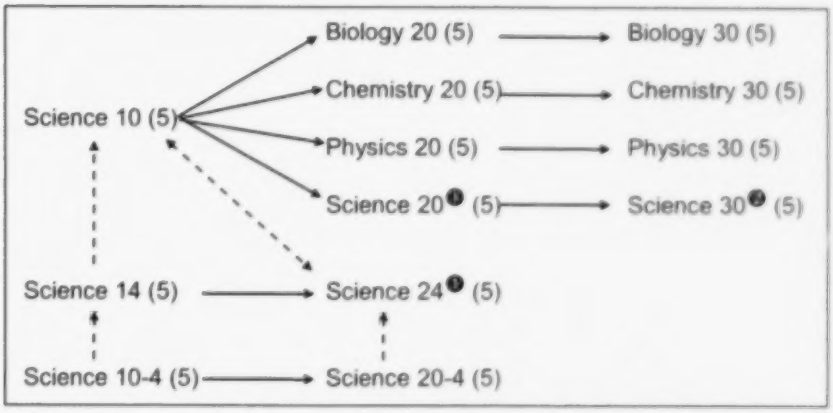
The program consists of many courses. Students have several choices depending on their interests, abilities and future goals, as shown in the following prerequisites chart. Students generally take the prerequisite in a course sequence; e.g., Science 10, Biology 20–30. This route is designated by solid arrows (⟶). However, Alberta Education recognizes that students may transfer between course sequences and the recommended transfer routes are designated by broken arrows (- - -▸).

These courses lead to an Alberta High School Diploma:

- Science 10 — Academic Integrated Science
- Biology 20–30 — Academic Specialty Science
- Chemistry 20–30 — Academic Specialty Science
- Physics 20–30 — Academic Specialty Science
- Science 20–30 — Academic Integrated Science
- Science 14–24 — General Science

These courses lead to a Certificate of High School Achievement:

- Science 10-4, 20-4 — Knowledge and Employability Science



❶ Although the recommended transfer point from Science 24 is to Science 10, in exceptional cases, students may move from Science 24 to 20-level courses serving the student's best interests.

❷ Students who have passed Biology 20, Chemistry 20, Physics 20 or Science 20 (50% or greater) may enroll in Science 30.

All senior high school science courses are centred around general learner expectations for:

- attitudes: relating to interest in science, mutual respect, scientific inquiry, collaboration, stewardship and safety
- knowledge: understanding of the fundamental concepts of science
- skills: scientific inquiry and appropriate use of technology
- science, technology and society (STS) connections: how scientific knowledge develops, solving problems and making choices.

Components of the science program involve understanding the methods by which scientific knowledge is developed and issues in society that arise from scientific discovery and technological application. Some material covered in the programs of study and assessed on the diploma examinations requires students to apply

scientific knowledge to contexts involving the nature of science and its impact on society. Biology 20–30 and units of Science 10–20–30, for instance, may include dissection (actual or simulated) and information gained through animal experimentation. Students, together with their parents/guardians, may want to review the content of various science programs before making a final choice regarding the courses in which the student will participate.

Science 10 (5 credits)

This academic course provides students with a unified view of the biological, chemical, physical and earth sciences and an awareness of the connections among them. **Science 10 is the prerequisite for all the academic sciences.**

The four topics covered are:

- Energy and Matter in Chemical Change
- Energy Flow in Technological Systems
- Cycling of Matter in Living Systems
- Energy Flow in Global Systems.

Biology 20–30

This academic program explores the interactions of living systems with one another and with their environment.

This program emphasizes the context of science by considering the interrelationships among science, technology and society. In Biology 20, the underlying theme is energy and matter exchange. In Biology 30, the emphasis is on adaptation and change.

Biology 20 **(5 credits)**
The four topics covered are:

- Energy and Matter Exchange in the Biosphere
- Ecosystems and Population Change
- Photosynthesis and Cellular Respiration
- Human Systems.

Biology 30 **(5 credits)**
The four topics covered are:

- Nervous and Endocrine Systems
- Reproduction and Development
- Cell Division, Genetics and Molecular Biology
- Population and Community Dynamics.

Completion of Biology 30 requires the writing of a provincial diploma examination.

Chemistry 20–30

This academic program is designed to study matter and its changes.

This program emphasizes the context of science by considering the interrelationships among science, technology and society. Students, through the study of Chemistry 20–30, are given an opportunity to explore and understand the natural world and to become aware of the profound influence of chemistry on their lives.

Chemistry 20 **(5 credits)**
The four topics covered are:

- The Diversity of Matter and Chemical Bonding
- Forms of Matter: Gases
- Matter as Solutions, Acids and Bases
- Quantitative Relationships in Chemical Changes.

Chemistry 30 **(5 credits)**
The four topics covered are:

- Thermochemical Changes
- Electrochemical Changes
- Chemical Changes of Organic Compounds
- Chemical Equilibrium Focusing on Acid-Base Systems.

Completion of Chemistry 30 requires the writing of a provincial diploma examination.

Physics 20–30

This academic program is designed to study matter and energy and their interactions.

This program emphasizes the context of science by considering the interrelationship among science, technology and society. Physics 20–30 helps students understand the physics principles behind the natural events they experience and the technology they use in their daily lives.

***Physics 20* (5 credits)**
The four topics covered are:

- Kinematics
- Dynamics
- Circular Motion, Work and Energy
- Oscillatory Motion and Mechanical Waves.

***Physics 30* (5 credits)**
The four topics covered are:

- Momentum and Impulse
- Forces and Fields
- Electromagnetic Radiation
- Atomic Physics.

Completion of Physics 30 requires the writing of a provincial diploma examination.

Science 20–30

This academic program is designed for the student who is interested in science but does not require specific courses in biology, chemistry or physics for post-secondary education. This program integrates concepts related to physical, biological and Earth sciences.

***Science 20* (5 credits)**
The four topics covered are:

- Chemical Changes
- Changes in Motion
- The Changing Earth
- Changes in Living Systems.

***Science 30* (5 credits)**
The four topics covered are:

- Living Systems Respond to their Environment
- Chemistry and the Environment
- Electromagnetic Energy
- Energy and the Environment.

Completion of Science 30 requires the writing of a provincial diploma examination.

Science 14–24

This general program allows students to meet the credit requirements in science for an Alberta High School Diploma and also provides opportunities for transfer into the academic program. The focus is on helping students understand the scientific principles behind the natural events they experience and the technology they use in their lives.

***Science 14* (5 credits)**
The four topics covered are:

- Investigating Properties of Matter
- Understanding Energy Transfer Technologies
- Investigating Matter and Energy in Living Systems
- Investigating Matter and Energy in the Environment.

***Science 24* (5 credits)**
The four topics covered are:

- Applications of Matter and Chemical Change
- Understanding Common Energy Conversion Systems
- Disease Defence and Human Health
- Motion, Change and Transportation Safety.

Knowledge and Employability Courses
Science 10-4, 20-4 (5 credits each)

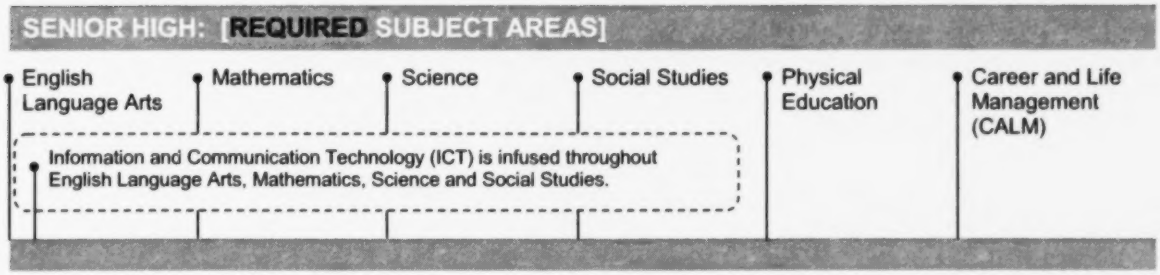
Knowledge and Employability Science focuses on developing and applying essential science skills, knowledge and attitudes needed for everyday living. Knowledge and Employability courses meet the science requirements for the Certificate of High School Achievement. They are designed to enable students to develop entry-level occupational competencies and to encourage lifelong learning. Each of the four themes provides hands-on learning experiences.

Science 10-4
The four topics covered are:

- Investigating Properties of Matter
- Understanding Energy Transfer Technologies
- Investigating Matter and Energy in Living Systems
- Investigating Matter and Energy in Environmental Systems.

Science 20-4
The four topics covered are:

- Applications of Matter and Chemical Change
- Understanding Common Energy Conversion Systems
- Disease Defence and Human Health
- Motion, Change and Transportation Safety.


SENIOR HIGH: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Career and Life Management (CALM)
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

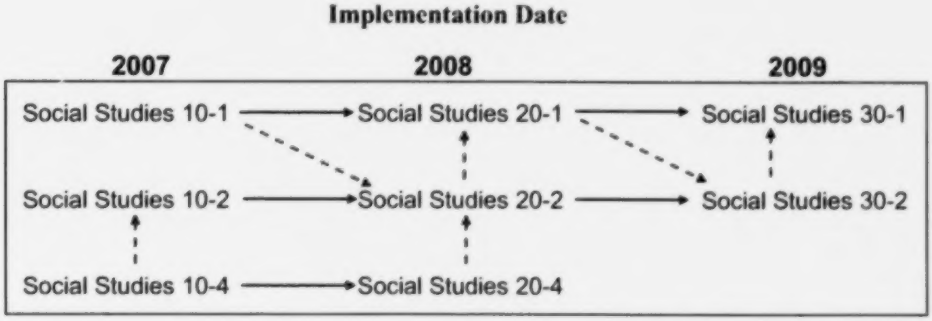
Social Studies

View the social studies subject page at http://education.alberta.ca/teachers/program/socialstudies.aspx

View social studies digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

The aim of the social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta's social studies program are the concepts of citizenship and identity in the Canadian context. It also includes multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's identity. The program also has a strong focus on Canadian and Alberta history.

The integration of the social studies curriculum and the Church's social teachings is central to a Catholic student's education. In Catholic schools, social studies encompass a view of the person and society as perceived through the eyes of Christ and His Church. The Church's teachings present the individual as a unique creature of God, living ideally in caring and loving relationships with oneself, others and God. It is recognized that with the gift of free will, individual and communal choices are made. In many instances our choices help build a better world, but in many other circumstances they lead to a breakdown in relationships, sometimes on a catastrophic scale. Education and formation within the Catholic school strives to help students make responsible choices that will help shape our world and society in the likeness of the Kingdom of God.



Note: Course numbering will change in the year of implementation. Social Studies 30-1 and 30-2 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

There are three programs in the social studies curriculum. Students generally take the prerequisite in a course sequence; e.g., Social Studies 10-2, 20-2, 30-2. This route is designated by solid arrows (⟶). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - -▸).

In order to accommodate students with a wide range of abilities, needs, interests and aspirations, two course sequences have been developed for this program: Social Studies 10-1, 20-1, 30-1 and Social Studies 10-2, 20-2, 30-2. Although the content, skills and attitudes are similar for these two sequences, the expectations for Social Studies 10-1, 20-1, 30-1 are more challenging, particularly in the depth of concept development, the level of critical thinking, and issues-focused skill development. The nature of the approved student resources differs for each sequence.

Social Studies 10-4 and 20-4 have been developed within the Knowledge and Employability courses to address the needs of students who learn best through concrete, real-life experiences.

Social Studies 10-1, 20-1, 30-1 (5 credits each)

Social Studies 10-1: Perspectives on Globalization
Students will explore multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

Issues that students in 10-1 will explore and address include:

- To what extent should we embrace globalization?
- To what extent should globalization shape identity?
- To what extent should contemporary society respond to the legacies of historical globalization?
- To what extent does globalization contribute to sustainable prosperity for all people?
- To what extent should I, as a citizen, respond to globalization?

Social Studies 20-1: Perspectives on Nationalism

Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

Issues that students in 20-1 will explore and address include:

- To what extent should we embrace nationalism?
- To what extent should nation be the foundation of identity?
- To what extent should national interest be pursued?
- To what extent should internationalism be pursued?
- To what extent should individuals and groups in Canada embrace a national identity?

Social Studies 30-1: Perspectives on Ideology

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Issues that students in 30-1 will explore and address include:

- To what extent should ideology be the foundation of identity?
- To what extent is resistance to liberalism justified?
- To what extent are the principles of liberalism viable?
- To what extent should my actions as a citizen be shaped by an ideology?

Completion of Social Studies 30-1 requires the writing of a provincial diploma examination.

Social Studies 10-2, 20-2, 30-2 (5 credits each)

Social Studies 10-2: Living in a Globalizing World
Students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenship and identity. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

Issues that students in 10-2 will explore and address include:

- Should globalization shape identity?
- Should people in Canada respond to the legacies of historical globalization?
- Does globalization contribute to sustainable prosperity for all people?
- Should I, as a citizen, respond to globalization?

Social Studies 20-2: Understandings of Nationalism
Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

Issues the students in 20-2 will explore and address include:

- To what extent should we embrace nationalism?
- To what extent should nation be the foundation of identity?
- To what extent should national interest be pursued?
- To what extent should internationalism be pursued?
- To what extent individuals and groups in Canada embrace a national identity?

Social Studies 30-2: Understandings of Ideology
Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Issues that students in 30-2 will explore and address include:

- Should ideology be the foundation of identity?
- Is resistance to liberalism justified?
- Are the values of liberalism viable?
- Should my actions as a citizen be shaped by an ideology?

Completion of Social Studies 30-2 requires the writing of a provincial diploma examination.

Knowledge and Employability Courses
Social Studies 10-4, 20-4 (5 credits)

Social Studies 10-4: Living in a Globalizing World
Students will examine globalization, the process by which the world is becoming increasingly connected and interdependent. They will explore historical aspects of globalization, as well as the effects of globalization on lands, cultures, human rights and quality of life. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in a globalizing world, with particular emphasis on local environments and situations.

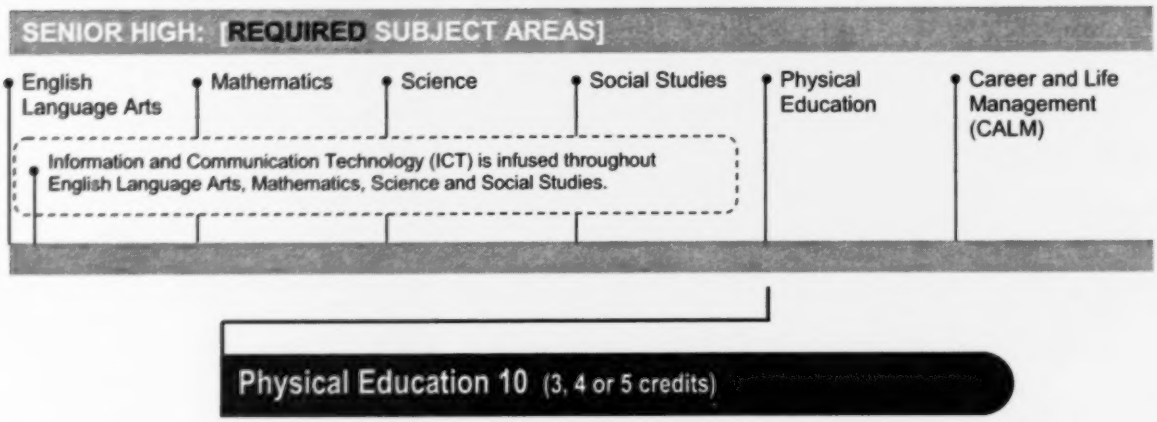
Issues that students in Social Studies 10-4 will explore and address include:

- Should globalization shape identity?
- Should people in Canada respond to the consequences of historical globalization?
- Does globalization contribute to sustainable prosperity for all people?
- How should I, as a citizen, respond to globalization?

Social Studies 20-4: Nationalism in Canada and the World
Students will examine various forms of nationalism and apply their perceptions to their own identity and sense of citizenship. They will investigate the influence of nationalism on historical and contemporary events. Students will explore the impacts of nationalism and internationalism. The infusion of multiple perspectives will allow students to develop understandings of First Nations, Métis, Inuit and Francophone perspectives on nationalism.

Community partnerships and the study of local and current events provide additional opportunities to enhance citizenship by connecting in-school learning experiences to everyday living experiences outside of school. Community partnerships may include inviting guest speakers into the classroom, hosting cultural awareness activities, visiting community agencies/businesses and taking part in community events/activities. This includes an examination of:

- Nationalism and Identity
- National Interest
- Internationalism
- Canadian National Identity.


SENIOR HIGH: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Career and Life Management (CALM)
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.
Physical Education 10 (3, 4 or 5 credits)

View the physical education subject page at http://education.alberta.ca/teachers/program/pe.aspx

The aim of the K–12 physical education program is to enable students to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a strategy for managing life challenges and fostering a desire in students to participate in lifelong physical activity.

Within the Catholic high school, some of the values integrated into the physical education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

General Outcome A: Activity

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment, Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B: Benefits Health

Students will understand, experience and appreciate the health benefits that result from physical activity.

- Functional Fitness
- Body Image
- Well-being

General Outcome C: Cooperation

Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D: Do it Daily ... for Life!

Students will assume responsibility to lead an active way of life.

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

Exemptions from Physical Education

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

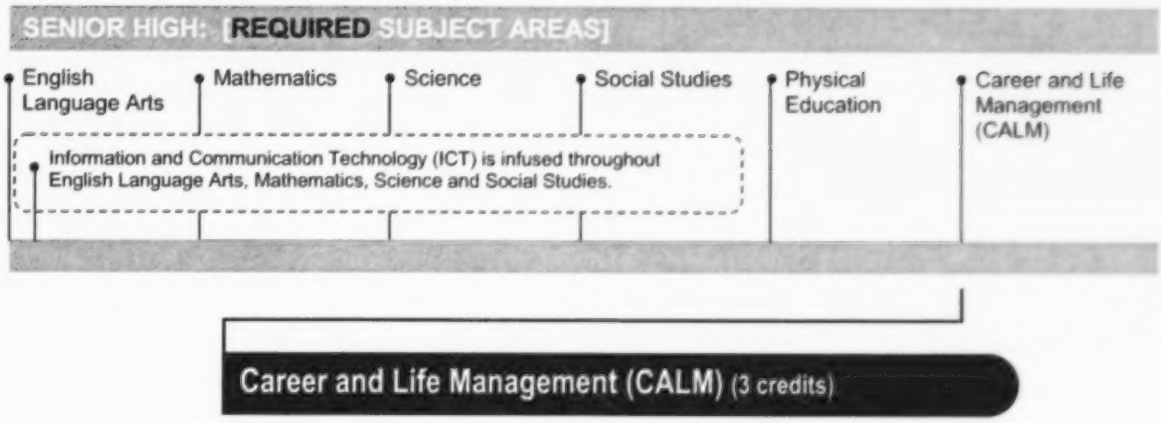
Students exempted from the Physical Education 10 requirement still are to present the total number of credits required for graduation.

Physical Education Online

http://education.alberta.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.


SENIOR HIGH: [REQUIRED SUBJECT AREAS]
English Language Arts
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Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Career and Life Management (CALM) (3 credits)

View the health and life skills subject page at http://education.alberta.ca/teachers/program/health.aspx

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core program for health literacy at the senior high school level in Alberta.

In Catholic schools, students are helped to understand that our careers and our professional lives are the context in which we live out our Christian faith and have the opportunity to serve others. Every action on behalf of charity and justice is integral to the Gospel message. Students are encouraged to seek the guidance and support of God in their lives, both in decision making and in lifestyle choices.

The CALM program focuses on personal development in the following three areas.

Personal Choices

- apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

Resource Choices

- make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

Career and Life Choices

- develop and apply processes for managing personal, lifelong career development.

Exemptions from CALM

For students who are not at the age of majority or living independently, parents have the right to exempt their children from school instruction in human sexuality education by submitting a letter to the school indicating their intention to do so. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction at the request of their parents. Students must complete the remainder of the course in order to receive credits.

Students may be exempted completely from CALM for only two reasons: out-of-province Grade 12 students transferring into Alberta schools; religious beliefs.

Parents should contact the principal of the school about these exemptions.

In addition to required courses, students will select from a variety of optional courses. Optional courses are designed to reinforce learnings in core courses, and to provide opportunities for students to explore areas of interest and career possibilities.

The range of optional courses offered varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

SENIOR HIGH: [OPTIONAL COURSES/PROGRAMS]

- Aboriginal Studies 10–20–30
- Career and Technology Studies (CTS)
- Fine Arts
- Physical Education 20–30
- Social Sciences
- Languages
- Off-campus Programs
- Locally Developed Courses

Aboriginal Studies 10–20–30

http://education.alberta.ca/teachers/program/aborstudies.aspx

This three-course sequence provides students with a framework to understand diverse Aboriginal cultures within their region, Canada and the world. The courses are based on Aboriginal worldviews and experiences and include the following concepts:

- Aboriginal history is unique and needs to be shared with all Albertans
- Aboriginal values and beliefs are relevant to global issues
- Aboriginal peoples have strong, diverse and evolving cultures that have adapted to a changing world.

There are four themes identified in each course.

The four themes in Aboriginal Studies 10 are:

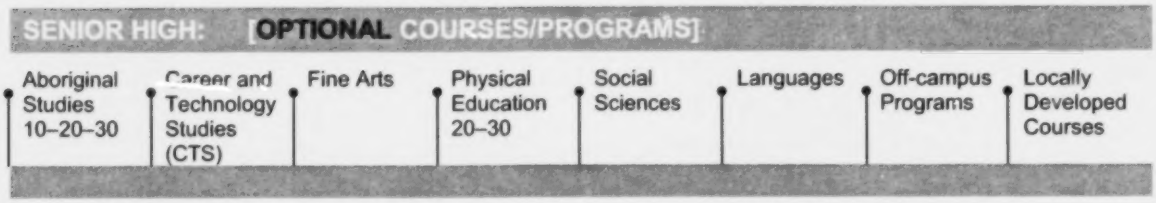
- Origin and Settlement Patterns
- Aboriginal Worldviews
- Political and Economic Organization
- Aboriginal Symbolism and Expression.

The four themes in Aboriginal Studies 20 are:

- The Métis: Conflict and Cultural Change
- Treaties and Cultural Change
- Legislation, Policies and Cultural Change
- Schooling and Cultural Change.

The four themes in Aboriginal Studies 30 are:

- Aboriginal Rights and Self-government
- Aboriginal Land Claims
- Aboriginal Peoples in Canadian Society
- Aboriginal World Issues.



Career and Technology Studies (CTS)

View the career and technology studies subject page at http://education.alberta.ca/teachers/program/cts.aspx

View CTS digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

Career and Technology Studies (CTS) is designed to develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities.

CTS is organized into five clusters:

- Business, Administration, Finance & Information Technology (BIT)
- Health, Recreation & Human Services (HRH)
- Media, Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing & Transportation (TMT).

A cluster is a group of CTS courses that represent occupations and broad industry commonalities. Clusters in CTS are aligned with the National Occupational Classification (NOC) system and function as an organizing tool for the CTS program.

The Business, Administration, Finance & Information Technology (BIT) and Trades, Manufacturing & Transportation (TMT) clusters were implemented in September 2009. The Health, Recreation & Human Services (HRH); Media, Design and Communication Arts (MDC); and Natural Resources (NAT) clusters will be implemented in September 2010.

SENIOR HIGH: [OPTIONAL COURSES/PROGRAMS]

Aboriginal Studies 10–20–30 | Career and Technology Studies (CTS) | Fine Arts | Physical Education 20–30 | Social Sciences | Languages | Off-campus Programs | Locally Developed Courses

Fine Arts

View the fine arts subject page at http://education.alberta.ca/teachers/program/finearts.aspx

The fine arts program, comprised of art, drama and music, encourages and develops personal expression through artistic activities. These programs encourage students to appreciate, understand, create, critique and, most of all, enjoy the products of their own making. The programs provide the opportunity for students to use not only their minds but also their voices, hands and bodies. Art, drama and music enhance the core senior high school experiences and cultivate well-rounded individuals. Content and opportunities within these programs depend upon the resources available to each school.

In the Catholic high school, music and dance, drama and the visual arts are seen as more than just artistic forms; they are also conduits of religious feelings, imagination and understanding. The fine arts use of the religious symbol and their capacity to evoke religious meaning from material creation ensure their value as pathways to the sacred. Art, drama and music, therefore, are seen as enhancing the student's high school experiences. They are integral to the formation of students as confident, perceptive, and truly 'whole' persons capable of creatively expressing themselves and their Catholic faith.

Art

Art 10 → (3, 4 or 5 credits)	Art 20 → (3, 4 or 5 credits)	Art 30 (5 credits)
Art 11 → (3, 4 or 5 credits)	Art 21 → (3, 4 or 5 credits)	Art 31 (5 credits)

Art 10–20–30

This sequence of general art courses is primarily a studio-based program emphasizing a variety of media. Students have the opportunity to explore visual expression and establish the groundwork for artistic skills. The program consists of three general areas of visual learning:

- drawings: how visual information is seen and presented; developing technical and critical skills
- compositions: how images are designed; creating meaning visually
- encounters: how visual images evoke responses and interpretation; exploring art across history and tradition.

Art 11–21–31

This sequence of courses is primarily a nonstudio-based program, examining the role of art in our lives, how we create it, and how we react to it. Rather than creating art, the focus is on how and why art has become a central part of our world. The student is given the opportunity to assume the role of insightful critic and art historian. The program consists of three general areas of learning in visual art:

- function: how images are used to express and reflect society's values, beliefs and issues
- creation: the achievements and methods of artists throughout history and in different cultures
- appreciation: how the visual qualities in works of art are seen and responded to.

Drama

Drama 10	→	Drama 20	→	Drama 30
(3 or 5 credits)		(3 or 5 credits)		(5 credits)

Drama 10–20–30

Drama 10–20–30 includes eight distinct disciplines, each with its own particular goals and study requirements. Drama provides the opportunity for a thorough introduction to the theatre experience, developing both technical and performance-based skills. Similar to all fine arts programs, drama develops personal expression but goes further by teaching the skills needed to work creatively with others. The following disciplines may be part of a drama program.

- Movement
- Speech
- Improvisation
- Acting
- Theatre Studies
- Technical Theatre Design
- Playwriting
- Directing

Music

Instrumental Music 10 (3 or 5 credits)	→ Instrumental Music 20 (3 or 5 credits)	→ Instrumental Music 30 (5 credits)
Choral Music 10 (3 or 5 credits)	→ Choral Music 20 (3 or 5 credits)	→ Choral Music 30 (5 credits)
General Music 10 (3 or 5 credits)	→ General Music 20 (3 or 5 credits)	→ General Music 30 (3 or 5 credits)

Instrumental Music 10–20–30 and Choral Music 10–20–30

Through Instrumental Music 10–20–30 and Choral Music 10–20–30, the student develops musical abilities by playing/singing, listening, reading and creating music. These programs consist of three general areas of learning:

- performing: how musical skills are developed; building knowledge and awareness
- listening: how music is understood; appreciating musicians throughout history
- composing: how musical compositions are created; organizing elements of music.

General Music 10–20–30

General Music 10–20–30 is ideal for students interested in nonperformance-based musical experiences. Students are required to complete the following components:

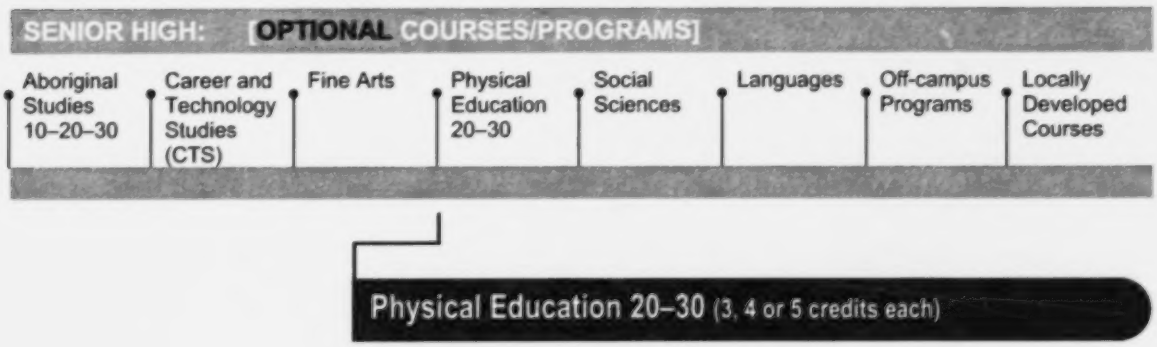
- theory: how and why music is produced; appreciating the theory, the history and the sound of music
- music making: music performance leading to self-evaluation; encountering music by playing
- electives: may include the following: Composition, History of Western Music, Music and Technology, World Music, Careers in Music, Jazz Appreciation, Popular Music.

Music – Private Study

http://education.alberta.ca/admin/resources/guidetoed.aspx

Students may be eligible for senior high school credits through successful completion of music courses by private study, through Conservatory Canada or the Royal Conservatory of Music. Consult the student's school for further information.

Credits are no longer available for private music study through Mount Royal College, Calgary.



View the physical education subject page at http://education.alberta.ca/teachers/program/pe.aspx

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. These optional courses continue to emphasize active living, with a focus on physical activity that is valued and integrated into daily life. A wide variety of activities, often with use of community facilities, are offered. All learning outcomes are met through physical activity as a strategy for managing life challenges and fostering a desire in students to participate in lifelong physical activity.

Within the Catholic high school, some of the values integrated into the physical education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

General Outcome A: Activity

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment, Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B: Benefits Health

Students will understand, experience and appreciate the health benefits that result from physical activity.

- Functional Fitness
- Body Image
- Well-being

General Outcome C: Cooperation

Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D: Do it Daily ... for Life!

Students will assume responsibility to lead an active way of life.

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

SENIOR HIGH: [OPTIONAL COURSES/PROGRAMS]

- Aboriginal Studies 10–20–30
- Career and Technology Studies (CTS)
- Fine Arts
- Physical Education 20–30
- Social Sciences
- Languages
- Off-campus Programs
- Locally Developed Courses

Social Sciences

http://education.alberta.ca/teachers/program/socialsci.aspx

The Social Sciences 20–30 Program of Studies is intended to complement the Alberta Social Studies Program of Studies by facilitating increased student understanding of themselves and human interactions. Courses in this program are distinct from the social studies curriculum in that they provide students opportunities to focus on specific social science disciplines. These optional courses are not intended to provide an alternative to the existing social studies program; rather, they have been developed to meet diversified student interests, thus enhancing the overall scope of the curriculum.

The Social Sciences 20–30 Program of Studies is comprised of a series of 3-credit courses covering the disciplines of:

- Anthropology
- Economics
- Geography
- History
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Sociology.

Given that there are no prerequisite requirements, the sequence in which the courses may be studied is optional. For example, Psychology 30 (Experimental Psychology) may be studied before Psychology 20 (Personal Psychology).

The objectives of the Social Sciences courses are to:

- develop an insight into the basic concepts of the disciplines
- develop an insight into specific modes of inquiry and skills unique to a particular discipline
- develop an understanding of how knowledge is developed in a particular discipline
- provide opportunities to experience the emotive qualities inherent to an interest-motivated approach to the study of the discipline.

Languages

View the languages subject page at http://education.alberta.ca/teachers/program/interlang.aspx

http://education.alberta.ca/teachers/resources/learnlang/educators/toolkit.aspx

Alberta schools provide a number of language learning opportunities that help to develop individual potential and better prepare students for daily living, as well as for the challenges of an international world of work and travel. These programs allow students to acquire language skills in situations that reflect life experiences. Students who take second language programs may continue to use their language skills in work, community, educational or travel settings. Placement in senior high school language programs depends upon previous course completions and language proficiency. Students receive 5 credits for 125 hours of course work.

A variety of courses in languages are available throughout Alberta. These courses include First Nations, Métis and Inuit languages, French and International languages.

Alberta school authorities implement language programs, either:
- by choosing from available provincial programs or
- through a locally-developed course series.

FIRST NATIONS, MÉTIS AND INUIT LANGUAGES

Blackfoot and Cree Language and Culture

http://education.alberta.ca/teachers/program/fnmi.aspx

Blackfoot and Cree language and culture programs are designed to enable students to learn their respective languages and to increase awareness of their cultures.

Blackfoot and Cree Language and Culture programs are provincially available in three-course sequences at the senior high school level. These are:

- Blackfoot Language and Culture 10–20–30
- Cree Language and Culture 10-9Y, 20-9Y, 30-9Y

- Cree Language and Culture 10-6Y, 20-6Y, 30-6Y
- Cree Language and Culture 10-3Y, 20-3Y, 30-3Y

As well, extensions of course sequences that begin in earlier grades and continue into senior high school are available:

- Cree Language and Culture Twelve-year Program (K–12)
- Cree Language and Culture Nine-year Program (4–12)
- Cree Language and Culture Six-year Program (7–12)

FRENCH

French Immersion Program

View French digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

This is a program in which French is the language of instruction for a significant part of the school day; that is, several or all subjects are taught in French. Immersion is designed for students whose first language is not French. The objective is acquiring functional fluency in French, as well as an understanding and appreciation of the French culture while maintaining full mastery of the English language. The expected outcome is related to the total amount of exposure to the language. Students continue to take French language arts and receive instruction in French in at least one other 5-credit course. French language versions of most senior high school courses are available. Students taking courses that have diploma examinations may write these examinations in French or in English.

French Language Arts (FLA) 10-1, 20-1, 30-1/10-2, 20-2, 30-2 (5 credits each)

http://education.alberta.ca/francais/teachers/progres/core/fla.aspx

At the senior high school level, the French language arts program of studies aims to develop the students' ability to think critically and analytically so that they react appropriately to the contents and techniques of what they read or view. Viewing and analyzing media help students cultivate an appreciation of the cultural reality of the Canadian and international *"Francophonies."*

Built on the same framework as the FLA 10-1, 20-1, 30-1 program of studies, the FLA 10-2, 20-2, 30-2 program is designed to meet the French language learning needs of French Immersion students and to help students:

- acquire knowledge and basic strategies in oral communication, reading and writing
- attain a threshold of success and the necessary autonomy to carry out different tasks in everyday life
- be prepared for post-secondary studies and the workplace
- develop a positive attitude toward learning and communicating in the French language.

Compared to the FLA 10-1, 20-1, 30-1 program, the abstraction level in the FLA 10-2, 20-2, 30-2 strand is lower, and the outcomes outline in a more explicit way steps for students to follow when planning, overviewing or monitoring their projects. For example, charts, outlines and diagrams are provided to support students in completing their tasks.

The French language arts program increases student awareness of the elements that ensure message clarity, such as exact, precise words and expressions and increasingly complex, correct sentences. Students learn to respect the basic language rules in both classroom oral exchanges and written projects. The acquisition of a solid language basis allows them to better understand, clarify and express abstract thoughts. The program is intended to develop their ability to plan and monitor their communication projects, whether they are working individually or with partners in the classroom.

In **oral comprehension**, students learn to pay particular attention to the organization of a message (genre) and choose the most effective means of taking notes and acquiring in-depth knowledge of a topic.

In **reading comprehension**, students continue to develop their ability to read by tackling increasingly complex texts. They increase their ability to analyze text characteristics in order to better understand its internal organization (genre) and take into account the information gathered on the author and the author's intent before reading a text.

In **oral production**, students learn the vocabulary and sentence structure that will enable them to express themselves in various contexts. They develop the ability to plan projects by taking into account the characteristics of the audience and using various means to interact effectively in a discussion.

In **writing**, students learn to organize and express their ideas clearly, while still respecting the rules of internal organization of texts (genre) and of spelling. They also learn to edit their own texts using various reference works.

Note: The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

At the senior high school level, learning occurs primarily:

In **oral comprehension** through:

- group work situations
- listening to newspaper and magazine articles, short stories or chapters from plays or novels
- listening to audio texts, such as songs, poems and documentaries
- viewing audiovisual material.

In **reading comprehension**:

Teachers will select, for their students, texts:

- dealing with information, opinion and current events
- from the imaginary world; e.g., novels, plays and songs
- that are explanatory, analytical and argumentative.

To develop reading strategies, students learn to read and understand a text by taking into account its organization (e.g., explanatory, analytical and argumentative) and developing various ways of annotating a text.

In **oral production**:

The proposed situations should allow students to demonstrate what they already know about a given subject, or to express their opinions based on examples from their readings and discussions. The topics chosen for the presentations may be from another area of study.

The presentations and discussions should be well structured, with emphasis on:

- the use of expressions or words to describe events, projects and experiences
- the use of expressions or words to indicate clearly their point of view or to express nuances
- planning to take into account the particular characteristics of the audience
- effective intervention monitoring in an interactive situation.

Emphasis on *discussion* enables students to continue to develop their ability to interact with peers. Students are required to agree on the operational rules of the group as well as on their roles and responsibilities with respect to the given task.

In **writing**:

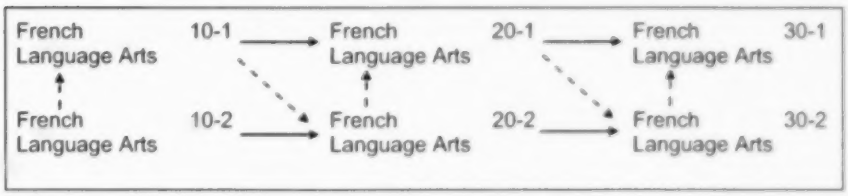
Students learn to write argumentative texts, text summaries and argumentative/analytical texts.

The main purpose of these activities is to enable students to integrate the basic elements of the written language:

- developing a plan based on procedures appropriate for the genre
- consulting reliable sources to ensure text quality
- modifying certain components of the text to render it more precise or to enrich it
- verifying the effectiveness of the procedures used
- respecting the language mechanisms to be mastered at each level
- using reference works effectively
- assessing their ability to evaluate their efficiency in managing or monitoring certain elements of the task.

Overall, there are two course sequences. French Language Arts 10-1, 20-1, 30-1 and French Language Arts 10-2, 20-2, 30-2.

Students generally take the prerequisite in a course sequence; e.g., French Language Arts 10-1, 20-1, 30-1. This route is designated by solid arrows (⟶). However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows (- - ➔). The following course sequences exist for senior high school students:



Completion of French Language Arts 30-1 requires the writing of a provincial diploma examination.

At this time, Alberta Education is exploring the possibility of developing a pilot FLA 30-2 diploma examination. Meanwhile, students registered for FLA 30-2 will have to complete an end-of-course examination developed at a school level.

At the senior high school level, both course sequences place a great deal of emphasis on the acquisition of the strategies necessary to become effective and efficient listeners, readers, speakers and writers. Information and Communication Technology learning outcomes and outcomes promoting an appreciation for the French language and culture have been infused in the French language arts program of studies.

There are, however, some important differences between the two course sequences.

In general, differences between the two course sequences correspond to differences in student needs, interests and aspirations.

For example, compared to the FLA 10-1, 20-1, 30-1 course sequence, the abstraction level in the FLA 10-2, 20-2, 30-2 sequence is lower, and the outcomes outline in a more explicit way steps for students to follow when planning, overviewing or monitoring their projects. For example, charts, outlines, diagrams are provided to support students in completing their tasks.

Both course sequences are designed for entry into universities or colleges and technical schools. However, not all post-secondary institutions accept FLA 30-2 for entry. In general, students who plan to attend a post-secondary institution need to familiarize themselves with the entry requirements of the institution and the program they plan to enter.

French as a Second Language

http://education.alberta.ca/francais/teachers/progres/compl/fsl.aspx

Students with no previous experience in French

In grades 10 to 12, students who are studying French for the first time take French 10-3Y, followed by French 20-3Y and complete the course sequence with French 30-3Y.

The **French 10-3Y** course is designed so that students can understand and express simple messages in the present tense using language structures and vocabulary that allow them to talk about themselves, their family, their friends, their school routine and well-known public figures in the Francophone world as well as to be able to carry out simple conversations related to the purchase of items. As they acquire language to communicate, they will also learn important current facts related to Francophones in Alberta and around the world. They will begin to develop a personal understanding of the word *la francophonie* while learning about common oral and written interaction patterns used by speakers of French. They will also come to know and use language learning strategies that will help them become more efficient learners of a second language.

The **French 20-3Y** course is designed to continue to develop students' language knowledge and skills so that they can understand and express simple messages mostly in the present tense using language structures and vocabulary that allow them to talk about their personal friendships, their social and leisure activities during and after school hours, to describe their food choices and be able to order a meal and to interact with various people such as medical staff in case of an injury. As they acquire language to communicate, they will also learn important current facts related to Francophones in Canada and around the world. They will continue to develop a personal understanding of the word *la francophonie* as they continue to learn about common oral and written interaction patterns used by speakers of French. They will also continue to become aware of and use language learning strategies that will help them become more efficient learners of a second language.

The **French 30-3Y** course is designed to continue to develop students' language knowledge and skills so that they can understand and express simple messages mostly in the present tense and sometimes in the past or future using language structures and vocabulary that allow them to talk about their personal routines, their future plans, their childhood and to simulate common travel interactions such as requesting a hotel reservation or identifying a lost piece of luggage. As they continue to learn the language, they will acquire past and current knowledge about various Francophone cultures and will continue to develop their personal understanding of *la francophonie*. They will also be able to use their knowledge of sociolinguistic conventions such as gestures and social space to be able to simulate common interactions. They will also continue to develop and use a wide range of language learning strategies that will help them become more efficient learners of a second language.

Students continuing their French studies from Junior High

In grades 10–12, students have acquired the knowledge, skills and attitudes from their studies in elementary and junior high (Nine-year Program of Studies) continue in the following course sequence: French 10-9Y, French 20-9Y and French 30-9Y.

The **French 10-9Y** course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 9, while expanding their language use so they can understand the main idea(s) and some related details in oral and written texts dealing with familiar topics written in the past and the present such as daily, physical, cultural and social activities, advice and habits related to shopping for goods and services, vacation planning within Canada and elsewhere and content related to the visual, literary and performing arts. They will be able to express messages

orally and in written form, mostly in the present and immediate future, but sometimes in the past, using a variety of sentence patterns, language structures and extensive vocabulary to describe, explain, provide information and give advice familiar topics. They will be able to identify aspects of Francophone history, literature or arts that are of personal interest while being able to compare and contrast aspects of their own way of life with aspects of the way of life of individuals or groups from various Francophone cultures. They can demonstrate knowledge of language conventions that are culturally appropriate when seeking information formally and informally, orally and in writing. They will also continue to develop and refine language learning strategies that they have acquired so as to become more effective and efficient learners of French.

The **French 20-9Y** course is designed so that students continue to integrate the knowledge and skills they acquired in grades 4 to 9 and the French 10-9Y course, while expanding their language use so they can understand the main idea(s) and related details in oral and written texts in the past, present and future dealing with familiar topics such as feelings, emotions, friendship, fads and fashion, consumer rights and outdoor experiences. They express messages orally and in written form, in the past, present and immediate future, using a variety of sentence patterns, language structures and extensive vocabulary to describe, narrate, give advice on and complain on a variety of familiar topics. They will continue to compare and contrast aspects of their own way of life with that of individuals or groups from various Francophone cultures to gain an appreciation for these cultures. They will use their knowledge of the language in order to access information about Francophone cultures using information and communication technologies authentic sources, e.g., fashion magazines and consumer information pamphlets. They will demonstrate knowledge of language conventions that are culturally appropriate for the writing of informal letters, business letters and newspaper articles while continuing to develop and refine language learning strategies so as to become more effective and efficient learners of French.

The **French 30-9Y** course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 9, French 10-9Y and French 20-9Y, while expanding their language use so they can understand the main idea(s) and related details in oral and written texts in the past, present and future dealing with familiar topics such as the media, the world of work, travel and tourism. They will be able to express messages orally and in written form, in the past, present and future, using a variety of sentence patterns, language structures and extensive vocabulary to describe, narrate, give advice on, complain about and make hypothesis on familiar topics. They will continue to compare and contrast aspects of their own

way of life with that of individuals or groups from various Francophone cultures to gain an appreciation for these cultures. They will use their knowledge of the language in order to access information about Francophone cultures using information and communication technologies authentic sources. They will also explore stereotypical thinking as a barrier to global understanding while at the same time gaining an appreciation for the various Francophone cultures in the world. They will demonstrate knowledge of language conventions that are culturally appropriate for beginning and closing presentations and speeches. They will continue to develop, select and continue to develop and refine their use of language learning strategies so as to become more effective and efficient learners of French.

French 13–**10–20–30**–31a–31b–31c

The French 13–10–20–30 course sequence is being phased out one year at a time.

Note: The last year of access to French 13 was the 2007–2008 school year. The last year of access to French 10 was 2008–2009 and is only available to students who took French 13 in the 2007–2008 school year. The last year to access French 20 was 2009–2010. The final phase out of this course sequence (French 30) is 2010–2011.

French 13–10 (Beginning Level Courses), French 20–30 (Intermediate Level Courses)— 5 credits each

Students produce and comprehend:

French 13: simple spoken and written statements, using a basic vocabulary
French 10: a greater variety of spoken and written statements
French 20: a series of interrelated ideas on a familiar topic in structured situations
French 30: both simple and complex statements on a variety of topics in both structured and unstructured situations.

French 31a–31b–31c (5 credits each)

Students develop advanced level language skills, by:

French 31a: providing main points and supporting details, and understanding and interpreting the main points of a communication
French 31b: generating more complex ideas in a coherent way through various types of communication requiring spontaneous responses
French 31c: engaging in more extensive and spontaneous communication orally and in writing.

INTERNATIONAL LANGUAGES

Language Arts Courses (Bilingual Language Programs)

http://education.alberta.ca/teachers/program/interlang.aspx

Students in senior high school who have previously studied in a bilingual program or who possess a high degree of language proficiency may study a language arts course in the target language (i.e., Chinese, German or Ukrainian) in addition to studying English language arts.

Through language arts courses in a target language, students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use the target language confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are also able to explore, understand and appreciate the cultures of the target language for personal growth and satisfaction and to participate in, and contribute to, an interdependent and multicultural global society.

Alberta Education offers the following provincial language arts courses for international languages:

- Chinese Language Arts 10–20–30
- German Language Arts 10–20–30
- Spanish Language Arts 10–20–30
- Ukrainian Language Arts 10–20–30

Language and Culture Courses

Students in a language and culture course study the target language (e.g., German, Ukrainian) as a subject. Language and culture courses are designed to develop language and cultural skills.

Alberta Education offers a variety of provincially developed language and culture courses for senior high school students. Many of these courses are extensions of programs with earlier entry points (Grade 1, Grade 4 or Grade 7). Programs that are offered beginning in Grade 1 are identified as twelve-year programs (12Y); programs offered beginning in Grade 4 are identified as nine-year programs (9Y); programs offered beginning in Grade 7 are identified as six-year programs (6Y); and programs offered beginning in senior high school are identified as three-year programs (3Y).

The Italian Language and Culture Twelve-year Program is the only provincial language and culture program that begins at Grade 1 and will extend to senior high school. This has been developed and approved to the Grade 9 level; the senior high school courses are under development and will soon be available provincially.

The following language and culture courses are available to students who begin their study of a target language in senior high school. These include:

- Chinese Language and Culture 10-3Y, 20-3Y, 30-3Y (Three-year Program)
- German Language and Culture 10-3Y, 20-3Y, 30-3Y (Three-year Program)
- Italian Language and Culture 10-3Y, 20-3Y, 30-3Y (Three-year Program)
- Japanese Language and Culture 10-3Y, 20-3Y, 30-3Y (Three-year Program)
- Spanish Language and Culture 10-3Y, 20-3Y, 30-3Y (Three-year Program)
- Ukrainian Language and Culture 10-3Y, 20-3Y, 30-3Y (Three-year Program)
- Latin 10–20–30

The following language and culture courses are available to students who began their study of a target language in Grade 7. These include:

- Chinese Language and Culture 10-6Y, 20-6Y, 30-6Y (Six-year Program)
- German Language and Culture 10-6Y, 20-6Y, 30-6Y (Six-year Program)
- Italian Language and Culture 10-6Y, 20-6Y, 30-6Y (Six-year Program)
- Japanese Language and Culture 10-6Y, 20-6Y, 30-6Y (Six-year Program)
- Spanish Language and Culture 10-6Y, 20-6Y, 30-6Y (Six-year Program)
- Ukrainian Language and Culture 10-6Y, 20-6Y, 30-6Y (Six-year Program)

Students who began their study of a nine-year language and culture course will be able to continue that study in senior high school. Provincial nine-year language and culture programs of study for the senior high school level will soon be available for:

- Chinese Language and Culture (Nine-year Program)
- German Language and Culture (Nine-year Program)
- Japanese Language and Culture (Nine-year Program)
- Punjabi Language and Culture (Nine-year Program)
- Spanish Language and Culture (Nine-year Program)
- Ukrainian Language and Culture (Nine-year Program)

LOCALLY DEVELOPED LANGUAGE COURSES

If there are no available provincial programs of study, school authorities may develop their own language course series. Currently, a variety of languages, e.g., Arabic, American Sign Language (ASL), Hebrew, Polish and Russian, are offered as local courses. Locally developed First Nations, Métis and Inuit language and culture courses may also be available to meet the needs of students in local or First Nations schools.

For more information on second language instruction offered in your area, please contact your local school board.

SENIOR HIGH: **OPTIONAL** COURSES/PROGRAMS]

Aboriginal Studies 10–20–30 | Career and Technology Studies (CTS) | Fine Arts | Physical Education 20–30 | Social Sciences | Languages | Off-campus Programs | Locally Developed Courses

Off-campus Programs

Off-campus education is a partnership among schools, employers and students that supports and enhances student learning. The learning experiences provided allow students to expand pathways into the workplace and to explore career interests and abilities. Additional information about off-campus education is available in the *Off-campus Education Handbook*. Programs within off-campus learning include:

http://education.alberta.ca/teachers/program/off-campus.aspx

Work Experience 15–25–35

http://education.alberta.ca/media/768730/workexp.pdf

This sequence of courses is available to senior high school students 15 years of age or older. Students work with an employer to complete individually defined learning experiences. One credit is earned for each 25 hours of experience.

Work Study

Students spend part of their school day in one or more workplaces in order to enhance and extend their classroom learning. This program is available to junior and senior high school students as *an integral part of the curriculum of a provincially approved school course*; e.g., English 30, CTS courses. There is *no additional credit* given beyond that awarded for the course(s) of which the work study is an integral part. Work Study is intended to be a short-term part-time experience.

Career Internship 10

http://education.alberta.ca/media/768714/carintern.pdf

Career Internship 10 is a discrete course designed to support and prepare students with the basic, workplace readiness competencies for entry into a trade, technology or service career. It may be offered for 3, 4 or 5 credits, and is designed to be delivered primarily off-campus.

Registered Apprenticeship Program

http://education.alberta.ca/teachers/program/off-campus.aspx

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part of their time in industry as registered apprentices in one of Alberta's 50 designated trades.

Students enrolled in the Registered Apprenticeship Program are paid by their employers.

Information about RAP may be obtained from the Mathematics and Science Branch or from the nearest Apprenticeship and Industry Training Office.

Green Certificate Program

http://education.alberta.ca/teachers/program/green.aspx

The Green Certificate Program for senior high school students allows students in grades 10, 11 and 12 to participate in an agriculture-related apprenticeship, earn credits, and complete the Technician Level of a Green Certificate in any one of nine specializations. Alberta Agriculture, Food and Rural Development, and Alberta Education jointly administer the Green Certificate Program. Information about the Green Certificate Program is available from Alberta Education, Alberta Agriculture, Food and Rural Development, and local senior high schools situated in agricultural regions of Alberta.

SENIOR HIGH: [**OPTIONAL** COURSES/PROGRAMS]

Aboriginal Studies 10–20–30 | Career and Technology Studies (CTS) | Fine Arts | Physical Education 20–30 | Social Sciences | Languages | Off-campus Programs | Locally Developed Courses

Locally Developed Courses

School authorities may develop and/or acquire courses that are innovative and responsive to local and individual needs. Contact your local school authority for information about locally developed courses authorized for use in your jurisdiction.

Knowledge and Employability

http://education.alberta.ca/teachers/program/know.aspx

Knowledge and Employability is a series of courses rather than a program. This allows schools and students to have some flexibility in offering and selecting the courses based on highest level of achievement and areas of need. These courses begin in the Grade 8 year of schooling and continue through the Grade 12 year of schooling. During grades 8–12, students may enroll in one or more courses at any appropriate entrance/registration date.

Knowledge and Employability courses are designed for the student who meets criteria specified and learns best when the focus is on the development and application of reading, writing and mathematical literacy and when meaningful connections are made between the home, school, workplace and community through experiential learning experiences. This series of courses provide students with opportunities to experience success and become well-prepared for employment, further studies, citizenship and lifelong learning.

Students who successfully complete Knowledge and Employability courses may qualify for a Certificate of High School Achievement. Students may also transfer into courses leading to an Alberta High School Diploma at any time during their senior high school career.

Knowledge and Employability courses consist of both academic and occupational courses at both the junior and senior high school levels.

Academic subjects:

- Knowledge and Employability English Language Arts 8, 9, 10-4, 20-4, 30-4
- Knowledge and Employability Mathematics 8, 9, 10-4, 20-4
- Knowledge and Employability Science 8, 9, 10-4, 20-4
- Knowledge and Employability Social Studies 8, 9, 10-4, 20-4

Occupational strands:

- Workplace Readiness
- Art/Design and Communication
- Auto Mechanics
- Business Services
- Construction: Building
- Construction: Metal Fabrication
- Cosmetology (senior high only)
- Fabrics
- Foods
- Horticulture
- Human Care
- Natural Resources (senior high only).

http://education.alberta.ca/media/524889/infomanual.pdf

For more information, refer to the *Information Manual for Knowledge and Employability Courses*, Grades 8–12, Revised 2008. The manual is available on the Alberta Education Web site or for purchase from the LRC.

Commonly Accessed Web Links

Alberta Learning Information Services (ALIS)
http://alis.alberta.ca

Alberta Regional Professional Development Consortia
http://www.arpdc.ab.ca

Alberta School Boards Association School Fee Advisory
http://www.asba.ab.ca/services/policy-ad-fees07.asp

Alberta School Council Resource Manual
http://education.alberta.ca/media/464094/scm.pdf

Alberta School Councils' Association (ASCA)
http://www.albertaschoolcouncils.ca

Alexander Rutherford Scholarship
http://alis.gov.ab.ca/et/fo/scholarships/info.html?EK=11

Career Planning Resources
http://education.alberta.ca/students/planning.aspx

Digital Resources to Support Curriculum Outcomes
http://learnalberta.ca

Diploma General Information Bulletin
http://education.alberta.ca/admin/testing/diplomaexams/exambulletins.aspx

Handbook for Aboriginal Parents of Children with Special Needs (2000)
http://education.alberta.ca/media/308566/aboriginalparenthandbook.pdf

High School Transcripts
http://education.alberta.ca/students/transcripts.aspx

Information for Students Planning to Write Diploma Examinations
http://education.alberta.ca/media/546464/info_students.pdf

Learning Clicks
http://alis.alberta.ca/ec/ep/pps/lc/learning-clicks.html

Learning Resources Centre (LRC)
http://lrc.education.gov.ab.ca/pro/default.html

The Learning Team: A Handbook for Parents of Children with Special Needs (2003)
http://education.alberta.ca/admin/special/resources/learningteam.aspx

Maintaining Consistent Standards Over Time on Diploma Examinations
http://education.alberta.ca/admin/testing/diplomaexams/standards-.aspx

Our Treasured Children
http://lrc.education.gov.ab.ca/pro/resources/item.htm?item-no=415712

Provincial Diploma Examinations
http://education.alberta.ca/admin/testing/diplomaexams.aspx

RAP Scholarship
http://www.tradesecrets.gov.ab.ca

Scholarships and Bursaries
http://alis.alberta.ca/et/fo/scholarships/scholarships.html

School Act
http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941

School of choice information
http://education.alberta.ca/parents/choice.aspx

Senior High School Student Learning–Career Planner
http://education.gov.ab.ca/k_12/curriculum/cardir_sr.pdf [pdf version]
http://education.gov.ab.ca/k_12/curriculum/SHPlan.doc [word version]

Student Learning–Career Planner Information Booklet
http://education.alberta.ca/media/646595/cardir.pdf

Curriculum Handbook for Parents 2010–2011: Senior High School
Catholic School Version

Questionnaire

Please help us to improve this document by taking a few minutes to answer these short questions.

Circle the phrase that best completes the sentence.

1. I found the information provided about the specific subject areas was (too specific/just right/ too general).
2. I found the web links within the document were (useful/not required/problematic).
3. I found that the contact information provided was (useful/not necessary).
4. I found that the *Commonly Accessed Web Links* page was (useful/not necessary).

Do you agree or disagree with the following statements?

1. I believe that the information provided in this document will help me to discuss my child's education with teachers and school administration. (agree/disagree)
2. I was able to locate the information I needed easily. (agree/disagree)
3. This document helped me to locate other online documents and information. (agree/disagree)

Please tell us more . . .

I felt that there was enough information in this document about _____

but, I thought that there could have been more information in this document about _____

_____.

I felt that this document was missing information about _____.

Thank you for sharing.

Please send your response to:

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